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[The following, credited to the *National Intelligencer*, we clip from an exchange. The beauty of the poem, can be exceeded only by the value of the lesson it contains.]

Perseverance.

A swallow in the spring
Came to our granary, and 'neath the eaves
Essayed to make a nest, and there did bring
Wet earth, and straw, and leaves.

Day after day she toiled
With patient heart; but ere her work was crowned,
Some sad mishap the tiny fabric spoiled.
And dashed it to the ground.

She found the ruin wrought,
But not cast down, forth from the place she flew,
And, with her mate, fresh earth and grasses brought,
And built her nest anew.

But scarcely had she placed
The last soft feather on its ample floor,
When wicked hand, or chance, again laid waste,
And wrought the ruin o'er.

But still her heart she kept,
And toiled again; and last night, hearing calls,
I looked, and, lo! three little swallows slept
Within the earth-made walls.

What truth is here, O man!
Hath hope been smitten in its early dawn?
Have clouds o'ercast thy purpose, trust or plan?
Have FAITH and struggle on.

The Dignity of Forbearance—an Incident.

A little more than a dozen years ago, I was trying to amuse myself in Valetta, the capital of Malta, looking at the grim pictures of the old knights of St. John, through the spectacles of tradition and romance. It is hard work to be entertained in Malta. Some little relief was afforded by the society of officers, principally naval, belonging to the squadrons of the United States, France and great Britain, who frequented the coffee houses, and made, as it were, a set of their own. At one of these gatherings, in one of the most celebrated public houses of Valetta, I was an eye witness of the scene I am about to describe.

The party in the room was wholly English naval officers, ship-masters, and tourists, with the exception of myself, and a young, well-dressed, and quiet Frenchman, who sat at a little table by himself, drinking claret and smoking his cigar, apparently taking but little interest in what was going on around him. He was noticed especially by the Englishmen, who invited him to join the larger party around the great table. But Monsieur gave them to understand that he spoke not a word of English, and kept on with his wine

and cigar. He evidently did not wish to be interrupted.

As the English crew drank, their inherent dislike of the French exhibited itself, and one of them proposed to have a little fun with the solitary Gaul. Winking to his companions, he filled his glass, walked over to the Frenchman, and with every sign of courtesy, challenged him to drink. The Frenchman rose, poured out some claret, and bowed.

"Monsieur," exclaimed the Englishmen, with the smile still on his lips, "here's confusion and death to the whole race of frog-eaters."

"Doesn't understand a word of English—thought it was a compliment," remarked the wanton insulter, as he returned to the table. Presently another Englishman proposed to repeat the experiment.

A second toast was proposed to the Frenchman, with the same mock courtesy. He immediately filled the glass, and arose. The toast was given:

"Louis Philippe ———."

The Frenchman uncovered, and with a profusion of acknowledgments, drained his glass. Immediately filling it, he walked across the room, and pointing to a portrait of William IV., which hung on the wall, bowed with great politeness and drank. The Englishmen were mean enough to acknowledge the health of their sovereign, proposed under circumstances so disgraceful to themselves; but instead of feeling so stinging a rebuke, and making all the atonement in their power, they multiplied their insults. The Frenchman responded to every sentiment, which cast ridicule on his country, and contempt on himself, with an apparent simplicity and confidingness, which, but for the brutality of the whole proceeding, would have been absolutely ludicrous.

At length the Englishmen arose and took leave of their victim with every gesture of courtesy, but words of shameless audacity; such as "Good bye, fool!" or "we shall meet again, Monsieur Ape!" etc.

No sooner had the door closed upon them, than the Frenchman started up, and advancing toward me with his hand extended, said in excellent English:

"Captain, do you know the names of these gentlemen, and where they can be found?"

"Yes," I replied, with astonishment and delight, as I shook his hand.

"And have you a mind to stand by me in this little affair?"

"To the last," I promptly responded.

Six challenges were penned, which I delivered

immediately, and early next morning, it was funny to see as many Englishmen with their seconds, assembled in a retired place, a little outside the town. One hour had been fixed for the meeting of all. To do them justice, they were heartily ashamed of themselves, and I am convinced, would gladly have apologized, but from a conviction that reparation could not be made in that manner. The man who offered the first insult, was called upon to take his place. Pistols were the weapons. The Frenchman was as calm and dignified as on the preceding evening. He smiled when I handed him his weapon, and said:

"Captain, we shall give these gentlemen a lesson, which they will never, never forget."

All being ready, the word was given. The Englishman fired promptly; the Frenchman unharmed, raised his pistol deliberately above his head, and FIRED IN TO THE AIR!

The scene which followed is not easily described. With one impulse the Englishmen rushed toward the chivalric man, and implored his pardon. Tears sprang to their eyes, and rolled down their cheeks, as they vied with each other in acknowledging the noble forbearance of which they had been the objects and witnesses.

"Gentlemen," said the true victor of this novel combat, when the excitement had somewhat abated, "gentlemen, we will return to town and breakfast together. I will venture to say that you will not again forget—not even when heated with wine—that a greater man than an Englishman, or a Frenchman, is a gentleman."

Adventure with an Alpine Bear.

My first adventure with a bear occurred when I was eight years old. It was in summer, when our people lead their flocks to the upper pasture, which the melted snow leaves uncovered. My parents had gone to a mountain chalet, leaving me in the valley, under the charge of a servant. One day I made my escape, and set out to meet them. I walked on, eating the bread and cheese given me for breakfast, when, as I was passing through a wood, I saw lying asleep across my path, an animal which I took for a huge brown dog. I felt frightened; but the wish to join my parents, who had been detained from home longer than they expected, prevailed; and on I went, gliding as silently as possible past the unknown beast. Despite, however, the little noise I made, the creature roused himself, and came toward me. Wishing to propitiate him, I threw down a bit of bread—he smelt it, swallowed it with apparent pleasure, and stretched out his head, as if asking for more. I ventured to caress him, which he suffered me to do, although uttering a protesting growl. Throwing my breakfast behind me, bit by bit, in order to occupy the attention of my strange companion, whose presence was anything but agreeable. I reached, at length, the boundary of our farm. There he

ceased to follow me. I entered the chalet, where, to my great joy, I found my father, and told him my adventure. He immediately seized his gun, sallied forth, and returning at night, after a fruitless chase, told me that my morning's acquaintance was no other than a bear, from whom I had had an almost miraculous escape.

Twelve years passed on without my renewing acquaintance with the ursine tribe. I assisted my father in managing his farm, and spent my leisure time in reading; taking particular pleasure in narratives of travel and adventure.

It happened, one day, that a neighbor named Raymond, a practiced hunter of bears and chamois, asked me to accompany him on a mountain expedition. I gladly consented, and we set out, each carrying a carbine on his shoulder, and a small, sharp hatchet fastened in his belt.

It was a beautiful summer day. Toward five o'clock in the evening, having shot only a few birds, we began to think of returning. As we were passing through a thick wood, Raymond, who was grumbling at our want of success, recollected that there lay at a short distance, a sort of little meadow, where chamois often went to feed. At that hour there was not much chance of meeting them, but Raymond determined to make the trial. Placing me in ambush, he directed me to watch narrowly; and if he did not return at the end of half an hour, to descend the mountain. I saw him plunge into the wood, and stoop down, and creep warily along.

When I found myself alone, my first movement was to inspect the post assigned to me, in order to guard against surprise. Twilight already darkened the tops of the fir trees, although it was scarcely six o'clock. The fatigues of the day had abated not only my strength, but my courage. I instinctively sought for a fir tree, less denuded of the lower branches than they commonly are, to serve as an asylum in case of necessity. I then took up my position beneath it, slung my carbine, and waited patiently. The shadows of evening were fast darkening, although the setting sun still gilded the western horizon. The appointed half-hour had expired without my seeing anything, and I began to think of returning. Just as I was about to unsling my carbine, I heard a rustling noise, too loud to be caused by the passage of a chamois. "It is probably Raymond," said I to myself, and was going to meet him, when it struck me that the approaching tread, crashing through the withered branches, was too slow and heavy for that of my comrade. I retreated to my tree, and another moment revealed the new-comer. It was an enormous bear, with fiery eyes, who came on with lowered head, not having yet perceived me. Almost mechanically, I took aim and fired at him: the shot, I believe, carried off one of his ears; and with a terrific roar he bounded toward me. Throwing away my carbine, I climbed the tree, and when the infuriated creature raised his fore-

paws against the trunk, I was seated on a strong branch about ten feet above him. With the courage of despair, I drew my hatchet, and waited to see what he would do.

For a few moments he continued standing on his hind legs against the tree, devouring me with his fierce eyes, and snorting with a loud noise: then he began to climb. When he came near, I raised my hatchet and struck. I did so with too much precipitation, for the blow merely cut one of his paws without severing it. Down he dropped, but too slightly wounded to abandon the pursuit. For some time, he remained, as it were, undecided, sending forth furious howlings, which resounded through the woods. At length, after having once more begun to climb, he stopped, seemed to change his mind, and redescended. Then I saw him snuffing the earth round the fir tree, and finally he fell to work in good earnest.

Even to this moment, I shudder at the recollection of what he undertook; it was nothing else than uprooting the tree with his snout and paws, in order to bring it down. For a bear, the idea was not a bad one; and I presently learned, that whenever this animal fails it is not for want of perseverance. Happily, the tree I had chosen was thick, firmly rooted, and capable of resisting the enemy's efforts for a considerable time. The only hope I had left was, that Raymond might hear the roaring of the bear, and come to my succor.

Alas, every minute seemed an hour! Night came, and with its approach my courage gave way. I could no longer see my terrible enemy; his snorting respiration, and the dull noise of his indefatigable labor reached my ears, mingled with the last faint evening sounds from the valley, whose inhabitants, happy and tranquil, were going to repose in peace, while I felt myself given up to a horrible and inevitable death. In my extremity, I sought help where it was never asked in vain, and I passed that awful night in fervent prayer.—Morning dawned, and the bear was still mining away. Presently the tree began to totter. I closed my eyes. But all at once he ceased to dig. I thought I heard a distant noise amongst the fir trees; the bear heard it too, and listened, lowering his head. The noise approached, and I distinguished my own name shouted by many voices. Apparently, my ferocious adversary perceived that efficient help was coming; for, after having snuffed the breeze, he looked up to me with an expression of profound regret, and then plunged into the forest.

Five minutes afterward, Raymond was at the foot of the tree. It was quite time; it toppled over as I descended.—*Chambers' Journal.*

☞ "There is a great demand," says a Yankee peddler, "for a species of plaster which will enable men to stick to their business."

Union and Liberty!

BY THOMAS S. GRIMKE.

Who would sever Freedom's shrine?
 Who would draw the invidious line?
 Though by birth one spot be mine,
 Dear is all the rest:

Dear to me the South's fair land,
 Dear the central mountain band,
 Dear New England's rocky strand,
 Dear the prairied West.

By our altars, pure and free,
 By our Law's deep-rooted tree,
 By the past's dread memory,
 By our Washington:

By our common kindred tongue,
 By our hopes—bright, buoyant, young,
 By the tie of country strong,
 We will still be one.

Fathers! have ye bled in vain?
 Ages! must ye droop again?
 Maker! shall we rashly stain
 Blessings sent by Thee?

No! receive our solemn vow,
 While before thy throne we bow,
 Ever to maintain, as now,
 "Union—Liberty!"

Ralph Waldo Emerson.

The following extract from the close of Mr. Parker's Review of Mr. Emerson's writings, will give the reader a pretty fair sample of the entire article, and a summary view of Mr. Parker's opinion of Mr. Emerson:—

"His position is a striking one. Eminently a child of Christianity and of the American idea, he is out of the Church and out of the State. In the midst of Calvinistic and Unitarian superstition, he does not fear God, but loves and trusts Him. He does not worship the idols of our time—Wealth and Respectability, the two calves set up by our modern Jeroboams. He fears not the damnation these idols have the power to inflict; neither poverty nor social disgrace. In busy and bustling New England comes out this man, serene and beautiful as a star, and shining like 'a good deed in a naughty world.' Reproached as an idler, he is active as the sun, and pours out his radiant truth on Lyceums at Chelmsford, at Waltham, at Lowell, and all over the land. Out of a cold Unitarian Church rose this most lovely light. Here is Boston, perhaps the most humane city in America, with its few noble men and women, its beautiful charities, its material vigor, and its hardy enterprise; commercial Boston, where honor is weighed in the public scales, and justice reckoned by the dollars it brings; conservative Boston, the grave of the Revolution, wallowing in its wealth, yet groveling for more, seeking only money, careless of justice, stuffed with cotton yet hungry for tariffs, sick with the greedy worm of avarice, loving money as the end of life, and bigots as the means of preserving it; Boston, with toryism in its parlors, toryism in its pulpits, toryism in its press, itself a tory town, preferring the accidents

of a man to man himself—and amidst it all there comes Emerson, graceful as Phœbus-Apollo, fearless and tranquil as the sun—he was supposed to guide, and pours down the enchantment of his light, which falls where'er it may, on dust, on diamonds, on decaying heaps to hasten their rapid rot, on seeds new sown to quicken their ambitious germ, on virgin minds of youth and maids to waken the natural seed of nobleness therein, to make it grow to beauty and to manliness. Such is the beauty of his speech, such the majesty of his ideas, such the power of the moral sentiment in men, and such the impression which his whole character makes on them, that they lend him, everywhere, their ears, and thousands bless his manly thoughts."

The Vulture,

As well as the condor, is allowed to hold only the second rank in the class of rapacious birds, and is placed after the eagle, not from any inferiority in size and strength, but from being less generous and bold. The vulture may be easily distinguished from all birds of the eagle kind, by the nakedness of its head and neck, which are covered only with a very slight down and a few scattered hairs. Its eyes are more prominent than those of the eagle; its claws are short, and less hooked; its attitude less upright, and its flight more heavy.

If, however, the vulture be thus distinguished from the eagle by its conformation, it differs still more from that noble bird in its habits and disposition. The eagle, unless violently pressed by hunger, never stoops to carrion, nor devours anything but what is obtained by its own pursuits; the vulture, on the contrary, is indelicately and indiscriminately voracious. It seldom attacks living animals, when it can obtain a supply from those that are dead; and seems to delight in carrion and putridity. It is frequently known to root up newly-made graves, and devour the dead carcasses they contain. The sense of smelling is in these birds exceedingly acute; and they can scent carrion at a very great distance.

Of the vulture, as well as of the eagle, there are many varieties. The golden vulture measures four feet and a half in length. The neck, belly, and breast, are red; but toward the tail, the color becomes more faint; the back is black, and the wings are of a yellowish brown. This species, together with the brown and ash-colored, are natives of Europe. The spotted and the black are the most common in Egypt; but the bearded, the Brazilian, and the king of the vultures are peculiar to America. Many other varieties might be added, which it would be unnecessary to describe, and even tedious to enumerate. Nature is infinitely diversified in all her works; and in no part of the creation is that diversity more visible and striking, than in taking a view of the volatile race.

Of all living creatures, no two are more at en-

mity than the vulture of Brazil and the crocodile. This terrible amphibious animal, which in the rivers of South America grows to the monstrous size of twenty-seventy feet in length, lays its eggs to the number of a hundred, or two hundred, in the sands on the sides of a river, where they are hatched by the heat of the climate, and at the same time takes every precaution to hide from all other animals the place where she deposits her burden. In the meanwhile numbers of vultures sit silent and unseen in some neighboring forest, and view the operations of the crocodile, in the pleasing expectations of plunder. They patiently wait until she has laid the whole number of eggs, and, after having covered them with sand, has retired to a convenient distance. Then, encouraging one another with ferocious cries they pour down altogether, hook up the ground in a moment, lay the eggs bare, and devour the whole brood.

To the eye of superficial observation, the vulture would appear one of the most obnoxious and disgusting animals in nature; but a close inspection will discover its great utility, and add to the number of proofs that creative Wisdom has made nothing without an appropriate design.

This bird, although totally unknown in England, abounds in many countries of Asia and Africa, especially in Arabia and Egypt. In these countries, particularly the last, they are of great public benefit; and numerous flocks of them are always hovering in the neighborhood of Grand Cairo, where it is not permitted to destroy them. The service which they render to the inhabitants consists in devouring all the carrion and filth of that great city, which, in that sultry climate, would otherwise soon putrefy and corrupt the air. In all countries, indeed, which they frequent, they are of singular service, not only in devouring all the carrion, but also in destroying an incalculable number of crocodiles, serpents, and other noxious reptiles, that in hot climates are extremely prolific.

Drumming out a Drummer.

In New York some of the wholesale stores employ clerks, whose business is to go to the hotels and make acquaintance with Western merchants, in order to induce them to buy goods of the firms which employ them. These clerks are called "drummers." The Sunday Atlas tells a good story of a waggish merchant, who played the following trick on one of his neighbors, notorious for doing business in this way. He had been waited on by a green young fellow from the country, anxious to obtain a situation.

"I don't want anybody just now, my young friend," he said at first.

"Why, I guess, with all of these 'ere things and heaps of goods, you must find somethin' for a chap like me to deu now?"

"I tell you I don't want any one."

"Why, there's nothin' I cant turn my hand tew."

"Well, tell me what you can do," said the importer, a little annoyed at the perseverance of his visitor.

"Wa'al, in the country I can hoe and plow, cut wood and shake apple trees, milk cows and butcher hogs, thrash wheat and tend a cider mill, and then in the way of music can drum like thunder."

"Oh, you can drum; I know a firm that wants a drummer."

"Then I'm the chap; I have practiced at it for our trainings since I was ten years old."

"Have you got your drum here?"

"Yes, it is down aboard the slupe, the Nancy, Cap'n Higgins."

The importer wrote on a piece of paper the names of the dry goods firm in Pearl street, well known for their employment of drummers.

"There said he, 'get your drum and go to that place. Don't fail as soon as you get in to strike up a tune, and go it hard.'"

The countryman, as directed, equipped himself with his drum, as soon as he found the store according to the paper, in he went playing "Yankee Doodle," in a way to stun a deaf man almost.

"What do you mean?" said one of the firm, as soon as he was able to stop that "drum"

"Why, Mr. ———, that man up there, said you wanted to employ a drummer."

A brief explanation ensued, and the whole came out. They gave the Yankee \$10 to keep his mouth shut, and it is said, have kept no drummer since.

Discoveries in Electricity.

Mr. H. M. Payne, of Worcester, Mass., thus writes to the Scientific American:

"I mean that at least one discovery shall stand undisputed, and that is the condensing of the *Electric Fluid*. I claim the knowledge of compressing the Electric Fluid as we do the atmosphere or the gasses—the forcing and accumulation of it in a receiver, until the receiver bursts from the effects of the pressure. This I have done frequently, in the presence of different persons, within the last few months, and will shortly do so again in your city. I gather what is termed the Electric Fluid, as easily as a boiler is filled with water; and I can retain and use it with greater facility than we can steam. The decomposition of water is but a minor application of the discovery, and only used first because it was cheapest; and I assure you that, without the elements around us change in their material nature, the days of steam are numbered. As regards its use for the purpose of light, the invention, conditionally passed from my hands into those of heavy capitalists, who will soon settle your difficulties with the gas companies."

Louis Agassiz.

[This distinguished scholar is now occupying so large a share of the attention of the educational world, that we presume a slight sketch of his life will not be uninteresting to our readers.—Ebs.]

Professor Agassiz is a native of Switzerland, and was born in the Canton of Friburg, in the town of Mottier, on the 28th of May, 1807. His ancestors were of French origin, and were among those Protestants whom the revocation of the Edict of Nantes obliged to leave France. The father of Agassiz was a Protestant Minister, and it was supposed that his son following the example of his ancestors, would devote himself to the service of the Church. But Natural History, which, from an early age, strongly arrested his attention, had, on the completion of his studies at school, gained so great an ascendancy, that he chose the profession of Medicine, as offering the best opportunities for prosecuting his favorite pursuits. He commenced the study of his profession at the Academy of Zurich, whence he went to the University of Heidelberg, where he devoted himself especially to the subject of Anatomy, under the direction of the celebrated Professor Tiedemann. At the University, he was noted, not only for assiduity in study, but for the rare talent of managing, with equal dexterity, the rapier and the scalpel.

From the University of Heidelberg he went to that of Munich, where he remained four years. Before Agassiz commenced lecturing to his fellow-students, his already extensive knowledge of Natural History had attracted the notice of scientific men and his instructors. So great was his reputation, that he was employed by Martius to prepare the ichthyological department of the Natural History of Brazil, a work which gained him great credit.

At this period, his parents, disliking his devotion to science, withheld his allowance; but his enthusiasm procured him advances from Cotta, a book-seller. Having, however, gained the degrees of Doctor of Medicine and Philosophy, he went to Vienna, where he applied himself to the study of existing and fossil fishes. A friend having lent him some money, he visited Paris, and here gained the friendship of Cuvier and Humboldt, with the former of whom he remained until his death, in 1832. Having returned to Switzerland, he was appointed Professor of Natural History in the University of Neuchâtel, a place which he filled until his departure for the United States. In 1833, he commenced the publication of his great work, *Poissons Fossiles*, in five volumes, with an atlas of about four hundred folio plates, and comprising the descriptions and figures of nearly a thousand species of fossils fishes. This work gained for him the respect of the scientific world, and, at the age of thirty-four, Agassiz was a member of every scientific Academy in Europe. The degree of Doctor of Laws was conferred upon him by the Universities of Edinburgh and Dublin, and he was also ad-

mitted to the freedom of those cities. The order of Knight of the Red Eagle of Prussia, was conferred upon him by the King of Prussia.

Since 1833, his publications have been very numerous. Among them, are works on the Echinoderms, and on the Fossil Mollusks of the Jura, a German translation of Buckland's Geology, with copious notes, and his Fresh-water Fishes of Europe. The *Nomenclator Zoologicus*, published some years since, and *Bibliographie Generale d'Histoire Naturelle*, lately published by the Royal Society, are the product of several years observation.

In 1827, Agassiz first promulgated his "Glacial Theory," which has ever since attracted much attention. It having been asserted that it was inconsistent with known facts, Agassiz, for eight years, spent his summer vacations in making observations at the Glacier of Aar, eight thousand feet above the sea, and twelve miles from any other habitation than his own hut. The result of these examinations is contained in two works, *Etudes sur les Glaciers*, and *Système Glacière*.

In 1846, Agassiz came to America, and, on the establishment of the Lawrence Scientific School, he accepted the appointment of Professor of Zoology and Geology, which he still holds. Since his arrival in this country, he has presented a large number of communications to the American Academy, and other scientific bodies, and has published, in connection with Dr. Gould, of Boston, a Zoology for students. His elaborate work on Lake Superior has just appeared.—*Annual of Scientific Discovery*.

Canine Mail Carriers.

The way they manage the transportation of U. S. Mails in the territory of Minnesota, is a novelty which is thus described in the last number of the Minnesota Pioneer:

"The train arrived on Monday last, with a heavy mail from Pembina and the Selkirk settlement, distance 500 miles. Snows are reported very deep in the north. The three dogs, having made fifty miles a day, some days, were much fatigued at the end of their journey; and being fed, laid down in their harnesses for several hours and slept, but moving their feet, while sleeping on their sides, as if they were still traveling. The sledge is a light board, with sides to it, of green hide, making a sort of open shoe, with a prow turning up in front, skate-fashion. The sledge contained the mail and provisions for the dogs and two men, pemican, etc., there being no dwellings to stop at, for many hundred miles. One of the men, half-breeds, traveled ahead of the dogs; and the other, with a stick to drive them and a rope to hold back the sledge down hill, came behind. The dogs are sharp-eared, a little above medium size, and look much like wolves. We have been thus particular in describing this traveling equipage, knowing that it will seem quite novel to our readers in the States.

For the School Friend

The Departed.

No more, no more, that face we see,
The place he filled, is vacant now;
We gaze on scenes where once he roam'd,
But faded 's all their verdure now.

'Tis true, there waves the willow still,
The winding path which he had made;
Here too the op'ning rose, but ah!
A fairer still is lowly laid.

His features all, we fondly trace,
The circling locks that decked his brow,
The eye that spoke of nobler parts,
But faded 's all its brilliance now.

Those lips which once in happy tale,
Made every heart to union bow,
No more can tell of weal or wo,
For pale and lifeless they are now.

'Tis like a dream: his latest hours
How calm, resigned, his eyelids fell
To wake no more; with cheerful voice
He took his fond, his last farewell.

The fun'ral column 's all we see,
And all we hear 's the sexton's knell;
And ere the dust to dust was joined,
We said again, farewell, farewell.

But happy now, and blest, he rests,
Where heavenly grace all ills dispel.
Then let us, now, while life remains,
Prepare to say in peace farewell.

T. G. S.

Animal Electricity.

Mr. Alfred Smee, an English surgeon, and inventor of the battery which bears his name, announces some important discoveries in animal electricity. By a test, which he calls electrovoltaic, he has discovered that the terminations of the sensor nerves are positive poles of a voltaic current, whilst the muscular substance is the negative pole. The sensor nerves are the telegraphs which carry the sensation to the brain, and the motor nerves carry back the volition to the muscles. The brain he infers to consist of five distinct voltaic circles, which, upon theoretic grounds, he believes to be sufficient to account for all the mental phenomena. He has succeeded in making artificial electric fish, and artificial muscular substance. Should these researches be fully confirmed by other investigators, they must be regarded as affording the most important physiological discovery of the age.

Punch's Police.**A VERY MELANCHOLY CASE.**

Yesterday, a gentleman by the name of Thomas Carlyle was brought before Mr. Punch, charged with being unable to take care of his own literary reputation—a very first-rate reputation until a few months past—but now, in consequence of the reckless and careless conduct of the accused, in a most dangerous condition; indeed, in the opinion of very competent authorities, fast sinking.

The office was crowded by many distinguished persons, all of them manifesting the most tender

interest toward the accused—who, however, did not seem to feel the seriousness of his situation; but, on the contrary, with folded arms and determined expression of visage, called the worthy magistrate (Mr. Punch) a "windbag," a "serf of flunkydum," and "an eye of the Dead Sea."

John Nokes, a policeman with a literary turn, proved that he had long known the doings of the accused. First became acquainted with him through his "Life of Schiller," a work done in the very best and decenter manner, in which no offence whatever was committed against the people's English; for he, John Nokes, had no idea that English should be called either "king's" or "queen's," but emphatically "the people's English." Had since known the accused through "*Sartor Resartus*," "The French Revolution," "Past and Present," and "Oliver Cromwell." From time to time, as he went on, witness had marked, with considerable anxiety, an increasing wildness, a daring eccentricity of manner, in the doings of the accused, frequently observing that he delighted to crack and dislocate the joints of language, and to melt down and alloy sterling English into nothing better than German silver. Nevertheless, witness did not believe the reputation of the accused in any positive danger, until some three or four months back, when he detected him running wildly up and down the pages of "Frazer's Magazine," pelting all sorts of gibberish at the Jamaica niggers—fantastically reproaching them for being "up to the ears content in pumpkins, when they should work for sugar and spices," for their white masters—threatening them with the whip, and, in a word, dealing in language only dear to the hearts—witness meant pockets—of the Yankee slave-owners and Brazilian planters. Since then, witness had named his suspicions to several most respectable publishers, warning them to have an eye upon the offender.

Peter Williams, teacher of the Lamb and Flag Ragged School, deposed that he had purchased two numbers of a work by the accused, called "Latter-day Pamphlets." The first number appeared to him (witness) to develop rabid symptoms,—but in the second, on Model Prisons, there was nothing in it but barking and froth. (Here several passages were read that fully bore out the opinion of the witness—passages which created a melancholy sensation in our court, many persons sighing deeply, and, in more than one instance, dropping "some natural tears.") Witness did not consider it consistent with public safety that, in his present temper, the accused should be trusted with pen and ink. If permitted the use of such dangerous weapons, he would—until recovered from his present indisposition—inevitably inflict upon his reputation a mischief from which it could not recover. As it was, witness considered it far from safe.

Mr. Punch asked the accused if he had anything to say; whereupon the accused, with a withering smile, replied:

"Preternatural Eternal Oceans"—"inhuman humanitarians"—"Elderdown Philanthropy"—"Wide reverberating Cant"—"Work Sans Holiday"—"Three Cheers more, and Eternal, Inimitable; and Antipodean Fraternity"—"Pumpkin-dom, Flunkydum, Foolscapdom, and Pen-and-Inkdom!"

Mr. Punch observed, that this was a melancholy case. He could not release the accused, unless upon good and sufficient surety. Whereupon two gentlemen—publisher of the first respectability—declared themselves willing to be bound, that the accused could not, until in a more healthful frame of mind, be allowed the use of paper and goosequills.

LAW ACCORDING TO PUNCH.—We have it on excellent authority, that if A owes B money, and A is the owner of an elephant, B may detain the elephant's trunk until the debt is paid: and it is tolerably clear in all the books, that a boa-constrictor lying dormant, as if dead, in a deal-box, is recoverable by an action on the case, but if the plaintiff mixes himself up with the boa-constrictor, so as to identify himself with it, he, the plaintiff, will not be recoverable at all. If the boa-constrictor, too, should unfold his tail early enough, the plaintiff may have a severance, but otherwise, says Mr. Justice, he must be inevitably quashed.—*Exchange.*

Salts vs. Truancy.

"A boy, who was rather disposed to satisfy his own conscience with slight excuses for non-attendance at school, excuses not altogether satisfactory to maturer minds, took occasion to be absent without leave. His father having learned during the day that his son was not at school, interrogated him as to the cause of his absence. The son replied that, 'he felt sick, and therefore did not attend,' although, as it appeared, he had been roaming all day about the city,—a course hardly advisable in the delicate state of his health. The parent understood his case perfectly, and after feeling his pulse, and otherwise sagely examining his patient, he decided to treat the case scientifically, and ordered a full dose of 'Epsom Salts,' to be administered forthwith, and the patient for a certain length of time to be kept in a quiescent state. In vain the truant protested that 'He felt better,' that 'he did not need any medicine;' the father persisted in his prescription, and he was obliged to swallow the nauseous dose, much against his inclination, or his own conviction of its necessity, and with the inward determination that, however often he might be absent from school in future, it should not be on account of assumed sickness. A better remedy, perhaps, could not have been devised for the peculiar state of the disease in his case. The medicine operated, not only as a curative, but as a preventive; so much so, that a mere reference to the subject afterward was all that his taste, or the more healthy state of his system seemed to require."

Mass. Teacher.

Childhood's Prayer.

BY MRS. FRANCES S. OSGOOD.

A sound has reached the Almighty Heart,
A low, sweet, tremulous, silver sound!—
'Mid all the chiming of the spheres,
'Mid all the peans pealing round,
That little, tender tone is traced!—
From childhood's earnest heart it rose,
A simple, kind, confiding prayer
For pardon, and for safe repose.

It soared on light, melodious wings,
It thrilled through Heaven—a music sigh;—
It softly touched the golden strings
Of harps that played as it swept by.
His lyre of light, the seraph swept,
His chant of praise, the cherub breathed,
Yet to the Heart of Hearts it crept
Through all the glory round Him wreathed.

It chorded with the lyre's rich tone,
It blended with the cherub's psalm,
Yet kept its silvery way alone,
Up to the Highest, sweet and calm!
And of the myriad sounds through Heaven,
None found more glad acceptance there,
Than that soft plea to be forgiven,
Than that fond, innocent, earnest prayer!

European Notions of the United States.

An Italian correspondent of the New York Courier and Enquirer makes the following just remarks in regard to American influence in Europe:

"We greatly overrate both the amount and the value of the influence of our institutions on the popular mind of Europe. The great mass of the people on the continent are either totally ignorant of our national existence, or have the most vague idea of our geographical position, our history, our character and our form of government. The Parisian matron who inquired, on my mention of Washington, if he was 'that horrid English Physician who poisoned Napoleon?'—the Athenian who congratulated me that our 'king was plenty rich, since he has got so much gold in California,'—the Neapolitan who was satisfied that 'America is the finest kingdom in Europe,' and wished me to take him there a-foot—and the Custodian, at Pompeii, who could expound antiquities most admirably, but had not even so much as heard of America—afford fair illustrations of the intelligence generally possessed on the continent of Europe respecting our country. In truth, how could it be otherwise? Nearly half of the people are unable to read, and a large proportion of the remainder are both too poor to obtain books, and too uncultivated to care for information. The educated class entertain the most inadequate and perverted ideas concerning us. They know, indeed, that we are a Republic, but they have no proper conception of either the theory or the practical operation of our government: they understand that we have liberty, but they are ignorant of the moral strength which controls it, and of the great constitutional and legal barriers which hedge

it in. How ought we to expect it to be otherwise, when even in England, which has twenty times the facilities for information, ninety-nine men out of every hundred know so little of our political organization as to be ready to reproach Congress for not at once abolishing Slavery throughout the Union!"

Remarkable Story of an Albatross.

The subjoined anecdote of an albatross is taken from a recent number of the Montreal Transcript. The writer vouches for its fidelity to truth. Persons who have seen that most restless of birds, and are familiar with its strength and its habits, will have less difficulty in believing this story than those who have not seen it. It is an admirable story and is very well told.—*Low. Journal.*

The following most extraordinary circumstance is furnished in a letter from an officer of the 83d regiment, now in India, to a friend in Montreal. Whilst the division of the 83d regiment, to which the writer belonged, was on its way to India, being at the time a short distance eastward of the Cape, one of the men was severely flogged for some slight offence. Maddened at the punishment, the poor fellow was no sooner released, than, in sight of all his comrades and the ship's crew, he sprang overboard. There was a high sea running at the time, and, as the man swept on astern, all hope of saving him seemed to vanish. Relief, however, came from a quarter where no one ever dreamed of looking for it before.—During the delay incident on lowering a boat, and whilst the crowd on deck were watching the form of the soldier struggling with the boiling waves, and growing every moment less distinct, a large albatross, such as are always found in those latitudes, coming like magic, with an almost imperceptible motion, approached, and made a swoop at the man, who, in the agonies of the death struggle, seized it and held it firmly in his grasp, and by this means kept afloat until assistance was rendered from the vessel. Incredible as this story seems, the name and position of the writer of the letter, who was an eye witness of the scene, place its authenticity beyond a doubt. But for the assistance thus afforded, the writer adds, no power on earth could have saved the soldier, as, in consequence of the tremendous sea running, a long time elapsed before the boat could be manned and got down—all that time the man was clinging to the bird, whose flutterings and struggles to escape bore him up. Who, after this, should despair? A raging sea—a drowning man—an albatross; what eye could see safety under such circumstances; or who will call this chance? It is rather a lesson intended to stimulate faith and hope, and teach us never to despair, since in the darkest moment, when the waves dash and the winds roar, and a gulf seems closing over our heads—*there may be an albatross near.*

ABSTRACT OF THE
METEOROLOGICAL REGISTER,

KEPT AT

Woodward College, Cincinnati,

Lat. 39 deg. 6 minutes N.; Long. 84 deg. 27 minutes W.
150 feet above Low Water Mark in the Ohio.

BY JOSEPH RAY, M. D.

April, 1850.

| Day of M. | Fahrenheit Therm'te. | | | Baron. | Wind. | | Weather. | Clearness of Sky. | Rain. |
|-----------|----------------------|------|-------|--------|--------|------|----------|-------------------|-------|
| | Min. | Max. | Mean. | | A.M. | P.M. | | | |
| 1 | 38 | 70 | 55.3 | 29.304 | e | e | 2 | var'ble | 2 |
| 2 | 42 | 71 | 60.3 | 126 | e | e | 1 | fair | 6 |
| 3 | 50 | 64 | 52.5 | 28.562 | sw | w | 2 | var'ble | 1 |
| 4 | 45 | 53 | 47.2 | .738 | cloudy | w | 2 | cloudy | 0 |
| 5 | 40 | 57 | 48.0 | .729 | ne | ne | 2 | var'ble | 1 |
| 6 | 35 | 54 | 41.3 | 29.132 | n | n | 1 | do | 2 |
| 7 | 30 | 64 | 48.2 | .205 | w | w | 1 | do | 5 |
| 8 | 37 | 55 | 42.0 | .302 | n | n | 2 | fair | 6 |
| 9 | 29 | 49 | 39.7 | .330 | ne | ne | 1 | var'ble | 1 |
| 10 | 37 | 54 | 43.2 | .296 | nw | nw | 1 | do | 2 |
| 11 | 30 | 54 | 40.3 | .316 | ne | ne | 1 | fair | 6 |
| 12 | 28 | 64 | 43.5 | 28.983 | se | se | 3 | var'ble | 4 |
| 13 | 31 | 44 | 34.7 | 29.085 | nw | nw | 4 | do | 4 |
| 14 | 25 | 55 | 39.8 | .404 | nw | w | 3 | do | 3 |
| 15 | 26 | 54 | 43.8 | .456 | n | n | 1 | fair | 9 |
| 16 | 40 | 57 | 44.7 | .448 | ne | ne | 3 | var'ble | 3 |
| 17 | 33 | 54 | 44.0 | .369 | ne | ne | 2 | do | 5 |
| 18 | 29 | 64 | 50.0 | .455 | e | e | 1 | do | 3 |
| 19 | 43 | 54 | 48.7 | .329 | e | e | 1 | cloudy | 0 |
| 20 | 47 | 50 | 48.7 | .102 | e | e | 1 | do | 0 |
| 21 | 49 | 77 | 55.5 | .222 | sw | sw | 1 | var'ble | 1 |
| 22 | 51 | 72 | 58.7 | .074 | sw | nw | 2 | cloudy | 0 |
| 23 | 43 | 55 | 45.7 | .493 | w | w | 2 | fair | 6 |
| 24 | 33 | 58 | 47.5 | .549 | w | w | 2 | fair | 7 |
| 25 | 46 | 59 | 54.2 | .194 | e | e | 1 | cloudy | 0 |
| 26 | 55 | 76 | 62.0 | .129 | w | w | 1 | var'ble | 1 |
| 27 | 53 | 66 | 57.2 | .133 | sw | w | 5 | var'ble | 4 |
| 28 | 52 | 66 | 56.3 | 28.875 | w | nw | 3 | cloudy | 0 |
| 29 | 44 | 63 | 51.5 | 29.254 | nw | nw | 2 | clear | 10 |
| 30 | 45 | 80 | 58.3 | .183 | sw | w | 3 | fair | 6 |

EXPLANATION.—The 1st column contains the day of the month; the 2d the minimum or least height of the thermometer, during the twenty-four hours beginning with the dawn of each day; the 3d the maximum, or greatest height during the same period; the 4th the mean or average temperature of the day, reckoning from sunrise to sunrise; the 5th the mean height of the barometer, corrected for capillarity and reduced to the temperature of freezing water. In estimating the force of the wind, 0 denotes calm, 1 a gentle breeze, 2 a strong breeze, 3 a light wind, 4 a strong wind, and 5 a storm. In estimating the clearness of the sky, 10 denotes entire clearness, or that which is nearly so, and the other figures, from 0 to 10, the corresponding proportions of clearness. The other columns need no explanation.

SUMMARY—

Least height of Thermometer, 25 deg.
Greatest height of do 86
Monthly range of do 61
Least daily variation of do 3
Greatest daily variation of do 36
Mean temperature of month, 49.0
do do at sunrise, 40.7
do do at 2 P. M. 60.7
Coldest day, April 13th.
Mean temperature of coldest day, 34.7
Warmest day, April 27.
Mean temp. of warmest day, 67.2
Minimum height of Barometer, 28.562 inches
Maximum do do 29.638 do
Range of do do 1.076 do
Mean height of do 29.1326 do
No. of days of rain and snow, 16.
Perpendicular depth of rain and melted snow, 4.27 in.

WEATHER.—Clear and fair, 8 days; variable 16 days; cloudy, 6 days.

WIND.—N. 3 days; N. E. 5 days; E. 6 days; S. E. 1 day; S. 0 day; S. W. 3 days; W. 7 days; N. W. 4 days.

MEMORANDA.—1st to 6th, warm, wet, and variable; 6th raw and cold; 7th heavy frost; 8th to 13th variable and cool; 13th snow storm 6 to 6½ A. M., very dark, air filled with snow, day windy and wintry like; variable and fair till the 17th; 17th snow from daylight till 8½ A. M.; 18th till 23d wet and drizzly; 23d to 28th mostly pleasant; 28th very gloomy, wet day, tornado in the afternoon; 29th very fine; 30th very windy.

OBSERVATIONS.—This has been the coldest month of April in the last thirteen years, and is about six degrees

colder than the average temperature of the same month. It was marked by a number of severe frosts; which, however, happened when the weather was dry, and consequently did but little injury to fruits and vegetation.

The average height of the barometer is the lowest for the same month, that I have witnessed in sixteen years. The middle part of the month, which was also the coldest, was very dry. Had the very cold weather occurred either during the first or last parts of the month, which were both very wet, the prospects of fruit must certainly have been cut off.

On the whole, thus far, the Spring is unusually backward; but, so far as I can learn, there is an encouraging prospect for an abundant crop of fruit; and our oldest physicians say that they have never known the city more generally healthy, than at the present period.

Clermont County Teacher's Institute.

The first session of this Institute was held in the town of Batavia, commencing on Monday, April 8th, and continued through the week.

The highest expectations of the friends of the Institute were more than realized. The exercises excited the greatest interest, not only among the teachers, but among other friends of education present; and this interest seemed to increase to the end of the Session. The days were occupied in the recitation of the different classes. The first evening of the Session was occupied by the recitation of the Chemistry class, with experiments. The second, in the reading of an Essay on the Education of Man, by John Hancock, which was ordered to be published. The next two evenings were occupied in the discussion of the proposition, "That after the State has provided ample means for the education of every one within it,—which is its imperative duty, if any parent is so lost to a sense of his duty to his children, as to refuse to permit them to avail themselves of the means thus provided, he shall be compelled to do so by law." Compulsory education, even in a case like this, was strongly opposed by some who were not members, but the position was unanimously sustained by the Institute. The last evening was spent in an animated discussion on the subject of Female Education.

The utmost harmony of feeling prevailed throughout the Session, and every one quitted with the expectation that the next meeting will be one of increased interest.

The next Session will be held in the same place, commencing on Monday, Oct. 7th, 1850, and will continue at least one week.

TEACHERS.

The following persons were elected Teachers of the several branches, for the next Session:

Reading, Mrs. S. P. B. Parker; Arithmetic, C. W. Page; Geography, Miss S. O. Fairfield; Grammar, A. Page; Algebra, John Hancock; Philosophy, John Ferguson; Chemistry, Prof. J. K. Parker; Physiology, G. W. Leonard; Astronomy, G. P. Jenkins.

During the evenings of the Session, Essays will be read on the following subjects:—On Phrenology, by C. Robb; Physiology, G. W. Leonard; Advantage of Teaching Music in Com-

mon Schools, Mrs. S. P. B. Parker; Geology, John Ferguson; Astronomy, John Hancock; Advantages of Teachers' Institutes, G. P. Jenkins; Physical Education, J. C. Morris; Female Education, Miss Amanda Justice.

A committee of three persons was elected to report rules for the management of a Library, to be raised by the voluntary contributions of the members of the Institute. Also, a committee to report rules, to be recommended to the teachers of our county, for the better government of common schools. These committees are to report at the next Session.

It is advised that every teacher attending the Institute, bring with him text books on the different branches taught, as they will be useful for study or reference.

Resolved, That all the proceedings of a general interest of the present Session of the Teachers' Institute, be published in the School Friend and Journal.

The Institute adjourned.

JOHN HANCOCK, *Sec'y*.

April 23d, 1850.

For the School Friend.

Goold Brown's Great Serpent.

BY PHRENODIST.

The following brief account of this creature, will perhaps be acceptable to some of the readers of the School Friend.

Some years ago, a book written by a Mr. Goold Brown, and called the "Institutes of English Grammar," appeared in New York. In the preface of the book are some harsh observations respecting other English grammars and their authors. Mr. Brown says that "the most of those who have written English grammars, are incapable of using the English language with propriety." This is strictly true, and among the number is no one more incapable than Mr. Brown himself. The numerous gross infractions of the constructive genius of the English language, which are found in his book, fully satisfy the candid examiner respecting his incapacity.

That Mr. Brown honestly believes all that he says, I have not the least doubt. Before he wrote his book, he saw that the world was destitute of a *well written* grammar—he saw and felt that such a work was greatly needed—he looked at the pernicious influence of *badly written* grammars upon the youth of our country—yes, he looked till he was deeply affected, and with a heart overflowing with philanthropy, he resolved to remove the great evil. With full confidence in himself, he commenced his labor of love. He toiled hard, for he had a great work to perform. He was making a grammar—a grammar which he had determined should, like Aaron's serpent, swallow down all the "spurious ones." In due time his serpent was made—exhibited to the public—and gazed upon by many with delight. Some admired it for its size—some thought its

exterior very beautiful—and some believed it was the *embodiment* of all grammatical truth and wisdom. But there were some who looked at the animal with a suspicious eye, and hence they were careful to keep away from it. The excitement in its favor continued until an unlucky circumstance occurred. All at once the animal became rabid, it broke loose, and away it went, biting indiscriminately friends and foes, and producing terror on every hand. Fortunately, it soon came in contact with Mr. James Brown of Philadelphia. This gentleman is distinguished for his profound knowledge of all such serpents, and for his skill in curing persons who have been bitten by them. His medicine not only infallibly cures the unfortunate individuals, but prevents a *return* of the malady. Any person, after taking his medicine, may examine all such serpents with perfect safety. They cannot do him the least harm.

Mr. Goold Brown's serpent was secured, and subjected to a close examination. Many persons gathered round, anxious to see the results, and to learn *why* the creature had become rabid. The examination was soon made, and the *cause* of the dreadful malady discovered. And, sir, what do you suppose it was? Let me tell you. The creature had been made to swallow so many of the "spurious serpents" that it could not digest them. Doubtless Mr. Brown thought that these heterogeneous creatures would furnish an *inexhaustible* supply of the richest nutriment. But alas! how often is man doomed to disappointment! These "spurious serpents" were not only not digested and converted into nutriment, but they were not even dead. They were still living, and, with all the malignity of infernal spirits, were wreaking their vengeance upon each other, and upon the animal in whose capacious stomach they were imprisoned.

The examination was ended—the spectators were satisfied, and the afflicted creature was released. Since that time, it has been wandering to and fro, and biting every person that it can. But its health has been steadily declining, and the day of its dissolution is probably not far distant.

Covington, Ky., May 1850.

The city of Boston is valued at \$174,245,000.

AGES OF SENATORS.—We find the following ages of some of our principal Senators in circulation. It is generally correct:

Henry Clay is now in his 74th year. Daniel Webster is in his 69th year. Col. Benton is 67 years of age. Lewis Cass is 68. John C. Calhoun was 68. Mr. Seward is about 50. Cooper is 40. Mr. Bradbury is about 45 years of age. Truman Smith is about 60. Mr. Douglass, of Illinois, is 37. Mr. Bright, of Indiana, is 38. Mr. Downs is 39. Mr. Dickinson is 50. Mr. Clemens is 35. Mr. Upham is 58.

THE SCHOOL FRIEND, AND OHIO SCHOOL JOURNAL.

CINCINNATI, JUNE 1, 1850.

A Remedy for Poor Attendance, etc.

At the late National Common School Convention, held in Philadelphia, one of the editors of this paper was appointed, with some other individuals, a Committee of Ways and Means to prevent Truancy, Tardiness, irregular attendance, and the tremendous evils which spring from them. His investigations have elaborated the following circular, which is intended to be printed on a letter sheet, and distributed by the teacher, when circumstances require it.

To (Name of the Parent or Guardian.)

The object of this communication is most respectfully to call your attention to the inconveniences and embarrassments to which the School under our charge is subjected, and to the serious disadvantages which accrue to the pupils, in consequence of frequent tardiness and irregular attendance.

During the last (four) weeks, your (son) has been absent from School (three) days, tardy (four) times, imperfect in (his) recitations (five) times, and disorderly (two) times.

Should such irregularity in attendance, and general deficiency continue, the inevitable consequence must be, that (he) will either be excluded from the School, or thrown back in respect to some of (his) studies at least one quarter, perhaps a whole term, besides being subjected to the mortification and discouragement consequent thereon.

It does seem to us, that, if parents could only appreciate how prejudicial frequent absences are to the whole School, how annoying and disheartening to the Teacher, and how permanently injurious to the scholar, they would not thus interfere with the progress of the children of many others, by detaining their own upon slight grounds,—would not thus grievously add to the labors and vexations of the Teacher, nor form in their children, thus early, by keeping up a system of detention for trifling purposes, habits of irregularity, which may cling to them through life, cause them to become listless and discouraged in their studies, and, perhaps, deprive them forever of the rich fruits of that education, which tends in childhood and youth to form a manly, generous, and upright character, and under the guidance of which alone, their faculties, both of body and mind, can be duly developed and wisely applied.

The best Schools can do but little for those who are frequently absent: there will be a failure, let Teachers possess whatever qualifications they may, if scholars are not sent regularly to the School room, and kept there long enough for some permanent impression to be made on their minds. Irregular attendance will, in a great measure, neutralize the benefits to be derived

from the best arrangements, and the labors of the most skilful Teacher that ever undertook to unfold and direct the faculties of the human mind. It operates much more unfavorably upon the minds of the young than parents seem to suppose. Some think that if a child has once entered the School room, progress is inevitable; and that, however far from his Teacher, after that, in body or mind, there is a kind of magnetic influence, by which he is to be reached, and the Teacher is to be held accountable for his improvement. But the truth is, a child may attend School a whole year, yet so irregularly, or at intervals so far apart, that it will be fortunate, if at the end of the year, he knows as much as at the commencement. It is not merely the lessons of the day that the absent scholars lose, but what is of far greater consequence, the interest, however great, which they may have previously felt. Every experienced Teacher can instance hundreds, who, while they were regular and prompt in attendance, manifested the deepest interest and pleasure in their studies, standing at the very head of their classes, and making rapid proficiency; but afterward, having their minds drawn away by other objects in consequence of frequent absence, became first indifferent, then listless, careless, and indolent,—forfeiting their standing in the class, and rendering themselves unable to advance with the requisite speed and accuracy to retain even their connection with the class at all. This is a brief, but lamentable history of hundreds in our public Schools every quarter.

Indeed, so serious are the losses resulting from absence, that parents even in humble circumstances, should never detain their children at home for domestic duties, except from absolute necessity. Rising a little earlier, and more activity and diligence on the part of the pupils, would, in numerous cases of supposed necessity, provide an effectual remedy; and above all, they should not detain them for the purpose of attending, during School hours, to duties for the family, which might just as well be done in the intervals.

If the whole loss resulting from absence were only the lessons of the day, the evil would be comparatively small; but such is not the case. Every lesson lost increases the labor and difficulty of mastering the subsequent one, and thereby disheartens those frequently detained from School by causing them to appear far below mediocrity, breaks down the spirit of laudable emulation, and finally produces a disrelish for study. In many branches of study, the subsequent parts, or lessons, are so dependent on what preceded, that they are apprehended and mastered with great difficulty, if the previous portions are not thoroughly and accurately learned. In such subjects, every lesson lost severs from the chain an important link, and greatly retards the future progress of the pupil: and, if he has not a great thirst for knowledge, an indomitable spirit of enterprise, it will soon make study a disagreeable and repulsive task.

Again: it is by exercise that all the powers and faculties of the mind are strengthened. If, therefore, in the education of children, the action of these powers is frequently arrested, and a portion of their intellectual energy drawn away by other things, then will they not only bring less mental vigor to bear upon the subject matter of their lessons, but the light of previous lessons being, in a great measure, shut out from them and the intellectual strength and discipline which the study of them would have given being also wanting, they will pursue their studies with less pleasure and success at each interruption. Hence arises one of the causes of children's hating study.

In view of the foregoing, we earnestly beg you will give to this subject the consideration which it deserves, and if possible aid us in remedying the evil, for no regulations which we can make, no discipline which we can enforce, are sufficient to remove it without a cordial and determined cooperation on the part of the parent; indifference to the subject, or carelessness about it at home, are sure to paralyze all the efforts of the Teacher. We therefore appeal to parents and guardians to take early and decided measures within the circle of domestic authority and influence, to check the practice of irregular attendance at School. We hope they will bear it in mind, that a little indifference to this subject on their part, leads to irregularity on the part of the child; that irregularity runs into truancy, that truancy begets falsehood; and then the subject assumes an importance which should bring it directly and vividly to the attention of those who have the care of the children.

In conclusion, we desire to reiterate again and again, that the injury suffered by the irregular pupil himself, great and alarming as we have shown it to be, is but a small part of the subject of complaint. The irregular and laggard scholar does great mischief to the regular and faithful scholar. He impedes his neighbor, his class, his School. The punctual and constant pupil is retarded in his progress, by the slack, the negligent, the truant. The emulous mind is depressed by the sloth of an irregular attendant, the patience of the Teacher put to the torture, and much valuable time lost to the whole School. With great respect,

(Signed by the Teacher.)

Elocution—Vocal Gymnastics.

AN EXERCISE.

All that language or tones can effect, to convince the understanding, arouse the feelings, or enlist sympathy, must be done by the voice, addressed to the ear. Hence, upon its quality and management, depends the perfection of reading and speaking. A full, clear, and energetic utterance, united with richness and mellowness of tone, constitute the properties of a good voice. In order to acquire these properties, by practicing exercises designed for vocal culture, freedom of movement must be allowed to all the enunciatory organs. The posture of the body must be upright and easy, the head erect, and the shoulders held back and down, so as to expand the chest as much as possible.

To avoid those unsteady, hesitating, faltering, tremulous, and spasmodic movements of the voice, from which not one in a thousand is exempt, it is necessary to practice exercises requiring great animation, energy and force.

We have practiced the following with great advantage. Let the class be separated into two divisions; let them stand on opposite sides of the room, and on opposite rostrums when practicable. Let the subjoined extracts be thoroughly memorized, the emphatic words explained, the place and kind of gesture pointed out, with such other suggestions as the teacher may think proper to make, in regard to pitch, inflections, time, tone, force, etc.: then let the divisions, in alternation, rehearse the extracts in concert.

The divisions facing, and pitted, as it were, against each other, and the declamation being responsive, they will be provoked to great energy and enthusiasm, and in a short time, a very full, clear, and effective utterance will be acquired. Care should be taken, however, not to undertake to do too much at first.

For present purposes, we will designate the divisions by the letters *A* and *B*.

A. "They tell us, sir, that we are *weak*, unable to cope with so formidable an adversary."

B. "But, sir, the battle is not to the *strong alone*; it is to the *vigilant*, the *active*, the *brave*."

A. "If we wish to be *free*; if we mean not basely to abandon the noble struggle,—we must *fight*!—I repeat it, sir, we must *fight*!"

B. "If we were *base* enough to *desire* it, it is now too late to retire from the contest. There is *no* retreat, but in *submission* and *slavery*!"

A. "Our chains are *forged*, their *clanking* may be heard on the *plains of Boston*! The war is *inevitable*,—and let it *come*! I repeat it, sir, let it *come*!"

B. "The next *gale* that sweeps from the *north*, will bring to our ears the *clash* of resounding *arms*! Our brethren are *already* in the field! Why stand we here *idle*?"

A. "We are two *millions*; one fifth *fighting* men. We are *bold* and *vigorous*, and call no man *master*."

B. "To the nation from whom we are *proud* to derive our *origin*, we are, and ever *will* be, ready to yield *unforced* assistance; but it *must* not, it *never* can be *extorted*."

A. "All attempts to impose *servitude* on such men; to establish *despotism* over such a *mighty continental* nation, must be *vain*,—must be *impotent*."

B. "The war must *go on*. We must *fight* it through. If we *fail*, it can be no *worse* for us. But we shall not *fail*."

A. "The cause will raise up *armies*. The cause will create *navies*. The *people*, the *people*, if we are *true* to them, will carry us, and will carry *themselves*, *gloriously* through this *war*."

B. "Read this declaration at the head of the *army*: every *sword* will be drawn from its *scabbard*, and the solemn vow uttered to *maintain* it, or *perish* on the bed of *honor*."

A. "Send it to the public *halls*; proclaim it there; let them see it, who saw their *brothers* and their *sons* fall on the field of *Bunker Hill*, and in the streets of *Lexington* and *Concord*, and the very *walls* will cry out in its support."

B. "Sink or swim, live or die, survive or *perish*, we give our *hearts*, and our *hands* to this *vote*."

A. "While a *foreign troop* is landed in our country, we *never* will lay down our *arms*,—*never*! *never*! *never*!"

B. "If they succeed in *landing*, and if compelled to *retire* before a *superior force*, we will *dispute* every *inch* of *ground*, *raze* every *house*, *burn* every *blade* of *grass*, and the last *intrenchment* of *liberty*, shall be our *grave*."

The sentiment of these extracts is fervid, impassion-

ed, and eminently patriotic, and requires in the delivery, a manly, energetic, and noble expression. The voice, attitude, and action, should be firm, dignified, and bold.

REVIEW.

"ARITHMETIC, Practically Applied for Advanced Pupils, and for Private Reference, designed as a Sequel to any of the Ordinary Text-Books on the subject: By HORACE MANN, L.L.D., the first Secretary of the Massachusetts Board of Education, and PLINY E. CHASE, A.M.: Published by E. H. Butler & Co., Philadelphia.

Upon a careful review of the above work, we beg leave to assure our readers that, in our opinion, it is one of uncommon merit. It is really something new under the sun, and as valuable as it is novel in its character. It strikes off boldly into an hitherto unexplored region,—at least so far as the application of arithmetical science is concerned, and brings to light, from the vast storehouses of truth, numerous specimens of rare and exquisite variety and beauty.

The work is not designed to take the place of any of the ordinary text-books, but it takes ground that has hitherto been unoccupied, and its plan is, in most respects, entirely new.

While it seeks to accomplish all that is practicable or desirable in the way of developing and strengthening the reasoning faculties, and of creating a taste for more extended mathematical investigation, it superadds in a very ingenious manner, such a vast amount of varied and interesting facts in every department of trade, avocation, profession, art or science, as must invest the subject of Arithmetic, in its higher departments, with an interest and a charm which it never before possessed. But the plan and design of the work are beautifully foreshadowed by the preface of Mr. Mann, one of the distinguished authors, from which we subjoin a few extracts.

"In seeking for the elements or materials of its questions, it proposes to take a survey of all the vocations of life, of all the facts of knowledge, and of all the truths of science, and to make a selection from each department, of whatever may be most interesting and valuable. It does not confine itself to the playthings of the nursery, or to the commodities of the market place, and to the *money* they will cost, or make, or lose.

"On the contrary, it derives its examples from biography, geography, chronology, and history; from educational, financial, commercial, and civil statistics; from the laws of light and electricity, of sound and motion, of chemistry and astronomy, and others of the exact sciences. *

* * * It displays before the learner, some of the trades, handicrafts, and whatever pertains to the useful arts, together with all the ascertained and determinate results of economical or political knowledge, and of scientific discoveries.

"In a universe like this, where every star has been weighed in a mathematical balance, and all inter-stellar spaces have been measured by a mathematical line; where the orbits of all the planets have been traced as by a compass, and their velocities graduated to their distances by an unchanging law; where not only wind and tide, but every particle of dust in a hurricane, and every drop of water in a cataract, know their exact places by an infallible rule; where the gravitation of matter, the radiation of heat, and the diffusion of light, at all times and instantaneously, adjust their force to their distance with unerring precision; where every chemical combination is formed on some fixed principle of proportion, and the atoms of every crystal arrange themselves around their nucleus in geometric lines;

and where, whatever other contemplations or volitions occupy the Infinite Mind, it is still true, as was said by the old Greek philosopher, that "God geometrizes;"—I say, in such a universe, built, weighed, measured, compounded, and arranged on mathematical principles, why should not the arithmetical exercises of those minds which have entered it, to dwell in it forever, embrace something more than the market price of commodities, the gain or loss in trade, and the interest and discount of banks."

The work is all that these extracts from the preface seem to indicate. We commend it, therefore, to our brethren of the profession, with the firm belief that it ought to be on every teacher's table, for the purpose of aiding him in assigning a great variety of original and highly instructive problems.

A Modern History

From the time of Luther to the Fall of Napoleon; for the use of Academies and Colleges: By JOHN LONG, A. M. Lecturer on History. Philadelphia; Thomas Cowperthwait & Co. Cincinnati; J. F. Desilver.

This work contains 554 pages. The field which it occupies, contains more of the germs of the great events now transpiring, and is more replete with interest than almost any other in the whole province of history. The period at which it commences—the beginning of the sixteenth century—was one of extraordinary brilliancy and activity. It abounded in great men and great deeds, and though at times it was rocked by political convulsions and filled with violence, it was favorable to experiment and fruitful in reforms. It is the era of the Great Reformation, of the Invention of Printing, and Gunpowder, and the Magnetic Needle—of the Decay of Feudalism, and the discovery of America. It takes us through the golden age of English literature, the times of Shakspeare, and Milton, and Locke, and through the Protectorate of the sturdy Cromwell. It details the chief political events pertaining to the American Colonies and the American Revolution, and brings us down to the Fall of Bonaparte in 1815. France, Spain, Germany, Russia, and other States of Europe, and the English Empire in the East Indies, receive their appropriate share of attention. The task of the historian has been accomplished with singular fidelity. The plan of the work is simple and has been well filled up. The style is lucid and vigorous, and happily adapted to the highly dramatic character of the events he unfolds. To the reader or student, as a source of information, or a book of reference, it is invaluable.

Medical Convention.

Our city has been recently honored by the annual meeting of the "American Medical Association." Delegates were in attendance, to the number of four hundred, from nearly every state, city, and medical college in the Union. It has seldom been our privilege to look in upon so learned and so dignified a body. Their proceedings were characterized by great ability, spirit and enthusiasm; the discussions were eloquent and impressive; the reports of committees embodied a vast amount of statistical and practical information; indeed, all its transactions were eminently adapted to extend the usefulness and elevate the character of a noble profession. By the practical exposition given by the *savans* of the

healing art, of the pathology and diagnosis of diseases, of the adaptation of particular remedies, and of the improvements recently introduced into medical practice, very great advantages must accrue, especially to the younger members of the profession.

We hope, most sincerely, that the day is not distant, when an annual meeting of an American Teachers' Association shall embrace an equal number of delegates from every portion and section of our glorious Union, and be distinguished for an equal amount of talent, learning, enthusiasm, and eloquence, displayed not only in the exhibition of the best methods of remedying mental, as well as moral obliquities, but also in unfolding, disciplining, and guiding the noblest faculties of the soul. All we need for the accomplishment of an object so devoutly to be wished for, is an equal amount of noble patriotism, energetic, active, persevering study, and an equally hearty combination of effort.

NOTE.

One of the ablest reports read during the session of the Association, was on the subject of adulterated medicines. Many frightful disclosures were made of the alarming extent to which this baleful practice is carried, and many ingenious methods for detecting the counterfeit were suggested.

The report was accompanied by several stringent and spirited resolutions, which were unanimously adopted. Among them was one urging upon legislative bodies the passage of laws imposing pains and penalties upon the adulterators of medicines, as upon those who adulterate or counterfeit the current coin of the United States.

Would it not be well for teachers, at their State or National Conventions, to take a similar stand in regard to those who adulterate Education, or practice spurious teaching? As in the former case, distinguished chemists were appointed a committee to investigate, with searching scrutiny, the manufacture of medicines, so in this, let us have committees to make critical examinations, and report the facts. As in the case of medical mal-practitioners, the common law is, "*Ignorantia legis non excusat neminem*," so let it be with the teacher who "daubs with untempered mortar." Indeed, we doubt very much whether a teacher who takes no special pains to qualify himself for his high and responsible profession, ought to be allowed to plead, when arraigned for the disastrous consequences of his egregious blunders, that, "*actus non facit reum, sed quo animo*," etc., though the plea be admissible in criminal cases generally.

English Grammar Simplified, &c., in two Lectures, by A. D. French.

We rise from the perusal of the above lectures, favorably impressed with the ingenuity and ability displayed by the author, in the exposition of the interesting matters therein discussed. We are particularly struck with the "*Insitam vim*," the "gallant bearing," with which he pounces upon that old and familiar acquaintance the *potential mood*. By what the lawyers call a "summary process," he knocks entirely into "*pi*" that time-honored favorite of the Grammar Kings of by-gone days. With equal adroitness, he has metamorphosed the *subjunctive mood*, so that its former friends would hardly recognize it, in its new fashioned dress. He has dressed up the *tenses* in masquerade, and made them play "hop, skip and jump," as if they had St. Anthony's dance. By his magic wand, he has changed the unpretending *auxiliaries*, *may*, *can*, *must*, *might*.

could, *would*, and *should*, into potent *principal verbs*, heavy-armed Roman soldiers, deficient, it is true, in respect of some of the minor accoutrements. By the skillful manner in which he has marshaled these sturdy veterans, he has made himself more than a Napoleon among Grammar Kings; he has arrayed before himself in solid phalanx, Comley, Kirkham, Smith, Hull, Badgeby, Goold Brown, the venerable Murray, the gallant Campbell, the ingenious Frazee, the Rev. Higginson, the sage Noah Webster, and even the redoubtable James Brown, as well as a host of others,—and then with a perfectly terrific charge,—Napoleon-like,—on this splendid allied army of Grammar Potentates, he breaks through their center and obtains an Austerlitz victory. He scatters to the four winds, *instantly*, the dust, cob-webs and fog, which had for ages been settling down, incubus-like, on the realms of *Grammar*; and as he advances proudly "from conquering unto conquer,"—"mobilitate viget, viresque acquirit eundo,"—he becomes as enthusiastic as was Murat at the battle of the Pyramids; and we almost fancy that we see his white plume waving, and his straight two-edged sword dripping with the life drops of the fast-falling *grammar-pigmies* around him, as he sits, "all plaided and plumed in his tartan array" on his fierce battle steed of "curved neck and floating mane." He is indeed, an Ajax Timoleus,—nay more,—he is a Jupiter Tonans on Olympus, moving in state majestic, and when he "shakes his ambrosial locks and gives the nod," the whole creation of Grammar Masters give heed, and the *moods* and *tenses* forthwith wheel into line.

Our School Report.

Our Seventeenth Annual Report, for the year ending June, 1849, has at last made its appearance. It contains 78 pages, and is full of information unusually interesting and valuable. The expenditures up to June 30, were \$40,489, leaving a balance for the next year of \$40,134. The building fund, after paying \$10,040, retains a balance of \$19,992. 11,554 pupils were enrolled during the year; 5,538 withdrawn; 6,005 remaining; 5,090 in daily attendance; 952 daily absent. In the evening schools, 554 were enrolled under 12 teachers, giving an average attendance of 316. These schools are only kept during three or four months in the winter, and are for the accommodation of those whom necessity prevents from attending during the day-time. It also contains lists of the printed questions in Geography, Grammar, History, Arithmetic, &c., with the per cent. of answers, correct and incorrect, given by the pupils of the different schools. The Male Principals receive \$65 per month, and the Female Principals \$35 per month; Male Assistants of the first grade receive \$45 per month, and Female Assistants of the first grade \$25 per month.

Massillon Union School.

Union schools seem now to be the system best adapted to meet the educational wants of the community. It is gratifying to find, that in some places, distinguished success and cordial favor have followed their adoption. The Massillon paper, after speaking in flattering terms of the high satisfaction given by the Union School there, under the charge of Mr. Lorin Andrews, says:—"As an evidence of the interest manifested in the cause, and the determination on the part of all to sustain so valuable an institution, we need only refer to the action of a large meeting of the householders of the district, on Monday night, upon the question, 'Shall the Trustees be instructed to report to the Auditor that he be required to levy the sum of two thousand and three hundred dollars upon the property of this district, to defray the expenses of the Union School?' the vote was *unanimous* in favor thereof! Now, we don't like to boast; but we simply ask, *where* is there another district in which such a sum can be so easily raised?"

The State Teachers' Convention

Will assemble on the 3d and 4th of July next. We understand that the teachers in the northern portions of the State are making preparations to come down in great numbers. A gathering is to be made at Cleveland, and a steamboat chartered at that place for Sandusky. The teachers in the southern and middle parts of the State, are also expected to present a strong front. We anticipate more spirited proceedings than have characterized any similar meeting for many years.

Questions of vital importance, both to education generally, and to teachers in particular, are to be discussed, and measures taken to give our cause a powerful and lasting impulse. Addresses, from distinguished individuals, are to be delivered, and reports read by practical educators on different branches of study. We have not been able to obtain a programme of exercises from the Executive Committee, in time for this number. It will probably be circulated by other means. Our next issue will be somewhat earlier than usual, to give more definite notice, if possible, concerning the intended proceedings.

ITEMS.

We suppose that the boys and girls of Dayton, are reveling in unmitigated felicity. Owing to atrophy in the treasury, the Common Schools have suspended operations for a while.

Phonography has been introduced, as an independent study, into the ward schools of New York City.

Many of the teachers of our Academies and Union Schools may be in want of apparatus for chemical and philosophical experiments. Mr. James Foster, Jr., Mathematical Instrument Maker, on Walnut street, will give the best satisfaction to all demands of this kind. He has a big head, full of ingenuity and suggestions, and great skill in enabling teachers to meet knotty demonstrations in the sciences. We have tried his apparatus, and find it of the very best quality.

If teachers belonging to this city, or visiting it, are desirous of witnessing a little rapid, and effective teaching, let them visit the Classical School of Mr. E. S. Brooks, on Fourth street. His recitations are vigorous, and thorough. They will knock on a lazy teacher's conscience, like a tap of Jupiter's thunderbolts.

We see by the papers, that Professor Hackley, of New York City, is deeply implicated in the Forrest Divorce Case.

A noted teacher of a private school in our city, in giving instruction in History, takes some approved author, and reads a portion to his pupils, requiring them to take copious notes. These notes are to be written out in full, afterward, by the scholar, and handed in the next day, for examination, comparison, and criticism. This method, though apparently slow, is certainly a most valuable one. Its advantages are great, and will be understood by the faithful teacher, after a few moments' reflection.

Two new school house are to be erected, ere long, for the accommodation of the scholars of the Eleventh Ward. Our schools, generally, are filled to overflowing.

Wild, charming, fruit-laden Tennessee, is starting from her long, dreamy repose, and waking to the great cause of Universal Education. Heaven's light falls not upon a more lovely family of mountain, valley, and plain, than she presents; nor would that light be more glorious than the smiles of her witching countenance, could the fires of education be lighted throughout her borders. Important steps have been taken by the corporate authorities of Nashville, the capital, to establish a system of free schools there. A tax has been levied to start with.

The pupils of one of our schools are now using a new system of writing books, with beautiful copper plate copies printed on the margin. Their progress is said to be rapid, and highly satisfactory.

One of our male principals is accustomed, once a month, to allow his pupils to choose from their number a chorister. His duty is to take the lead in any tune his mates may call for, and see that the daily musical exercises are properly executed.

The mammoth concert, lately given by one hundred boys and girls of the Fourth Street School, although a highly pleasing and creditable affair, did not fail to stir up the spleen of a discontented contributor to one of our dailies. After discoursing rabidly on the evils arising from envy and rivalry among young scholars, and the apparent incapacity of teachers to make proper selections for such occasions, he concludes that the schools should not make any effort of this kind, for any purpose, however laudable, until mankind are so renovated, that bad feelings cannot possibly be engendered.

The reporters of the Washington Union are all phonographers. This accounts for the correctness of their verbatim reports.

An individual remarked to us, in conversation, the other day, that the Cleveland High School, could not be excelled in the rapidity and vigor with which its exercises, especially those in the mathematics, are performed. Our informant, a teacher by the way, said that while witnessing them, the precision and celerity of the pupils, seemed absolutely astonishing. From the account which we received, we judge it must be somewhat like those Scotch schools which so mightily pleased the Hon. Horace Mann, and perhaps induced him to make such a fuss with the Boston dormitories, when he returned from his European tour.

To remedy many of the evils attendant on pupils going out during study hours, a judicious teacher suggests that one pupil be not allowed to go out until his predecessor shall have come in; and not even then, unless he can go out without making the least disturbance.

The Phonographic Intelligencer, a sprightly monthly, has come to us. It is edited at Philadelphia, by E. Webster, price 25 cents. The reform which it advocates, is a mighty one, but the promises for its speedy accomplishment, are brightening up.

A New York paper says that an enterprise is on foot to erect an Astronomical Observatory on Brooklyn Heights. The site is soon to be chosen, and Professor Mitchel, one of the most accomplished Astronomers of this age, is to take the charge of it.

Some friend sends us the Eleventh Annual Catalogue of the Oakland Female Seminary. It is a flourishing boarding school, and has had seventy-six pupils during the year.

Longley & Brother, Publishers of Phonetic works, send us the Phonetic Primer, and Childhood Hours, two books in phonotypy, for juveniles. Were any thinking individual to succeed in fully comprehending the task which little children are compelled to perform, in learning to read our incorrigibly crooked language by the old and common method, he would be appalled at its magnitude and difficulty. Phonotypy renders learning the alphabet, and learning to read, the same thing. Send for friend Longley's books, and give the thing a trial, at least.

In one of the items of the last paper, relating to the Columbus High School, read "Deaf and Dumb Asylum," for "Orphan Asylum."

The report of Cleveland Common Schools has been sent to us: 25 teachers; 2081 pupils; average attendance 1440; Expense, \$6,700. The salary of the Principals of Grammar Schools, is \$500 per annum; of the High School, \$575. This document exhibits a decided and cheering state of progress in the different schools.

The New York Advocate takes a flattering notice of itself from our paper, without even thanking us.

Our subscription list, we are happy to say, is rapidly and steadily increasing.

A worthless, drunken vagabond, calling himself Professor Kennedy, originally from Belfast, Ireland, came to the teachers of our city, a short time since, presenting many testimonials from Sheridan Knowles, Ex-Governor William Slade, and other high authority, of his ability and success in giving instruction in elocution, etc., and induced them to form classes to receive lessons, paying in advance. After he had gathered classes in Woodward College, Brook's Classical School, and in some of the public schools, and filched his two dollar fee from each one, and given two or three lessons, he absented himself. His anxious pupils learned at his boarding house, that he had been turned away from several places, for his disgraceful conduct, and after tracing him to a low groggery, gave up the search.

The Ohio Teacher, a new school paper, has just been received. It marks out a large and heavy task for itself, but enters upon its accomplishment with a spirit and energy which promises success. Our common field is a large one, and grown up with difficulties. The paper is a monthly of 32 pages, edited at Columbus, Ohio, by Thomas Rainey. Price, fifty cents per annum. 11 copies for \$5.00.

A Juvenile Oratorio, called the Festival of the Rose, was performed on the evening of the 9th ultimo, by about one hundred and fifty boys and girls of the Sixth District School, under the charge of Mr. R. Hubbard, Principal, and Mr. Nourse, Music Teacher. The large hall of the Melodeon was crowded at an early hour, to its utmost capacity, with the intelligent, talented, and fashionable of our city.

The misses were dressed in white, and wore wreaths on their heads. The Oratorio represents a festival among shepherds and shepherdesses, and is founded upon a custom said to prevail among the villages amid

the mountains of Arcadia, of crowning that maiden with a wreath of roses, who has been most dutiful to her parents, and correct in her deportment during the year. It commenced with a voluntary by ten girls concealed from view, and was carried on through eighteen parts, consisting of recitations, chorusses, semi-chorusses, processions, songs, crowning of the maiden, presentation of flowers, etc., etc. The throne of the maiden was an arched alcove of evergreens decorated with flowers. One chorus was whistled by the boys, and greatly encored. Long will this delightful performance be remembered. Hundreds went away unable to obtain seats. The residue of the proceeds (about \$200) will be expended in purchasing a library for the school.

A kind friend connected with the public schools of Marietta, sends us ten subscribers.

The salary of our City School Superintendent was lately fixed at \$800, per annum.

The celebrated Ralph Waldo Emerson has been delivering a course of lectures in this city.

The Grammar School Committee have unanimously passed an order to refund John D. Philbrick, teacher in the Quincy School, Boston, the sum of \$434.17, being the amount recovered in a suit against him, for punishing a pupil for an offence committed out of school hours.

Wordsworth, the poet, died on the 23rd of April, and was buried on the shores of the beautiful lake in Westmoreland, and under the shadow of the romantic mountain near by, to both of which he had given undying fame in some of his excellent verse.

Mathematical Department.

Solutions.

QUESTION 1. What per cent. per annum does a bank make, supposing its whole capital employed in discounting notes having 30 days to run (that is, 33 days, including the days of grace), at the rate of six per cent. per annum? Also, what in discounting notes having 60 days to run, at six per cent. per annum? Also, what in discounting notes having 90 days to run, at 6 per cent. per annum?

SOLUTION. By reference to any treatise on Algebra, in which the subject of Compound Interest is discussed, we find the following formula:

$$A = p(1 + r)^t,$$

where A = the amount, p the principal, r the rate per cent., and t the time. To apply this formula to the above question, take any sum (\$80), and find the bank discount for 33 days, deduct this from the sum, and the remainder (\$79.56) will be the principal, p . The bank discount divided by the principal, p , will be the true rate per cent., $\left(\frac{.44}{79.56}\right)$ and the time, t , will be $\frac{33}{365}$.

Substituting these values in the formula, and performing the operations by logarithms, we find $A = 84.5643$; from this deduct \$79.56 and the remainder, 5.0043 is the sum the bank gains on \$79.56 in one year. Then by proportion, as \$79.56 :: \$100 :: \$5.0043 :: \$6.2899, which is the gain per cent. on \$100.

In a similar manner, the other rates per cent. are found to be

for 63 days 6.306 per cent.

for 93 days 6.322 " "

Also for six months, the gain per cent is

6.372 " "

for one year 6.477 " "

It is the general opinion that a bank makes the most by discounting notes having the fewest number of days to run. The answers to the above question show that the reverse is true. This is caused by the bank taking the interest in advance. If the interest were not paid till the notes became due, the general opinion would be correct.

QUESTION 2. A takes to Mr. Fleecer, a broker, a note of \$100, payable 30 days after date (no days of grace allowed), for which he receives \$96. Supposing the whole capital of the broker to be constantly employed at this rate, what per cent. per annum does he make?

SOLUTION. This question may be solved by the same formula as the preceding. In this case $p = 100$, $r = \frac{4}{100} = \frac{1}{25}$, and $t = \frac{30}{360} = \frac{1}{12}$. Substituting these in the formula, and performing the operation by logarithms, we find $A = 164.32$. Hence, on each hundred dollars, the broker makes \$64.32 yearly. On account of the fractional index, these questions can only be solved accurately by means of logarithms. As the actual operations would take up considerable space, and involve no difficulty, we have not deemed it necessary to insert them.

QUESTION 3. A holds four notes of \$500 each, dated June 1, 1849, payable respectively, June 1, 1851, June 1, 1852, June 1, 1853, and June 1, 1854, each with six per cent. interest from date, payable annually. On the 22d of December, 1849, E. S. B. purchases of A these four notes, for the sum of \$1565. Supposing the notes and interest each to be paid when due, what per cent. per annum will E. S. B. receive for his money.

SOLUTION. It is obvious that the answer to this question will depend on what interest E. S. B. receives for the notes and interest that are paid previous to the final settlement, June 1, 1854. The most difficult case is that where the rate of interest is supposed to be the same as the required rate.

At the end of 2 years there will be due \$560

" 3 " " " 590

" 4 " " " 620

" 5 " " " 650

Hence, \$560 will be at interest for 3 years.

590 " " " 2 "

620 " " " 1 year,

and 650 will not be at interest.

Let x = the required rate per cent., and suppose each of the first three sums to be placed at simple interest for their respective periods, at x per cent.

Then $\frac{3 \times 560x}{100} = 16.8x$ = interest of \$560 for

3 years.

$\frac{2 \times 590x}{100} = 11.8x$ = interest of \$590 for

2 years.

$\frac{620x}{100} = 6.2x$ = interest of \$620 for 1

year.

By adding the principals and interests together, we find the whole amount due January 1, 1854, will be \$560 + 590 + 620 + 650 + 16.8x + 11.8x + 6.2x which is equal to \$2420 + 34.8x. From December 22, 1849, to June 1, 1854, is 4 years, 5 months, 9 days; and the interest of \$1565 for this period at 1 per cent., is \$69.51, and at x per cent., is 69.51x.

Therefore $1565 + 69.51x = 2420 + 34.8x$.

From this equation, x is readily found to be 24.632, which is the required rate per cent.

By supposing the first three payments and interest reloaned at 6 per cent., the rate per cent. of gain will be found to be 15.3 per cent. On this hypothesis, the question was correctly solved by Henry Wilson, of Westernport, Md.

Questions.

QUESTION 1, BY JAMES P. BAIRD. A and B are on opposite sides of an island 600 rods in circumference, and they begin to go round it in the same direction at the same time. A goes 44 rods in 4 minutes, and B goes 68 rods in 6 minutes. How many times will they go round before B overtakes A.

QUESTION 2, BY JOEL E. HENDRICKS. Suppose a dog to start from the center of a circular fish pond, the circumference of which is one hundred yards, and to swim with a given uniform velocity directly toward a duck, keeping alway on a straight line between the center of the pond and the duck, while the duck, at the same time, is swimming with the same velocity around the circumference of the pond. It is required to tell how far the dog must swim before he can catch the duck, and what is the nature of the curve he will describe.

Solutions to these questions will be published in the August number. We have several questions on hand, which will be noticed hereafter.

Except the solutions of the proposers, we have received only one solution to the questions published in the May number. If these are too difficult for our correspondents, we shall hereafter present those only that are more easily solved.

For the School Friend.

An Explanation, by Numbers, of the Nature and Properties of Squares.

BY JOHN LONG,

Principal of the English Department of the Talmud Yelodeem, Cincinnati.

It is easily rendered evident to the mere arithmetical student, by means of certain numerical operations, and especially by a plain, geometrical illus-

tration, that the sum of any two numbers differing by unity, added to the square of the less, is equal to the square of the greater; or, that the sum of any two numbers differing by unity, is equal to the difference of their squares, whence it follows that the difference of the squares of any two numbers thus differing, must be just unity greater than double the less, and unity less than double the greater number.

But any odd, or uneven number greater than 1, being equal to the sum of two numbers differing by unity, must therefore be equal to the difference of the squares of two numbers differing by unity. Thus we find the terms of the equidifferent series, 3, 5, 7, etc., to be the differences of the squares of 1 and 2, of 2 and 3, of 3 and 4, etc., respectively. Hence, 1 and 1² being the same, and as 2² - 1² = 3, it follows that 1 + 3 = 2², as 3² - 2² = 5, that 1 + 3 + 5 = 3², as 4² - 3² = 7, that 1 + 3 + 5 + 7 = 4², etc., evidently showing that the sum of the series of which the first term is 1, and common difference 2, is a square number, no matter what the number of terms be, the number of terms being invariably equal to the square root of the sum. Hence, the sum of such a series may be found by simply squaring the number of terms, and any number to be squared, may be regarded as the number of terms of such a series, and therefore be squared by the rule for finding the sum of a series in Arithmetical Progression, which, however, is by no means preferable to the ordinary mode of squaring numbers.

But let it be required to find the difference of the squares of any two numbers, for example, of 3 and 6. Having 1 + 3 + 5 = 3², and 1 + 3 + 5 + 7 + 9 + 11 = 6², we evidently have 7 + 9 + 11 = 6² - 3². That is, we have for the difference of the squares of the two assumed numbers, the sum of an Arithmetical series, of which the first term, (7), being the difference of the squares of 3 and 4, is just unity greater than double the less number, (3), and the last term, (11), being the difference of the squares of 5 and 6, is just unity less than double the greater number, (6). Hence, the sum of the extremes must be double the sum of the two assumed numbers, and as the sum of any series in Arithmetical Progression is found by multiplying half the sum of the extremes by the number of terms, and as the number of terms in the series, 7, 9, 11, is 6 - 3 = 3, it is evident that the sum of the series, that is, the difference of the squares of 3 and 6, or of any two numbers whatever, may be obtained by merely multiplying their sum and difference together.

Again, it is sometimes required to find two numbers, such that the sum of their squares shall be a square. This is generally done by the Diophantine Analysis, or by some rule inexplicable without the aid of Algebra. But by a little farther attention to the series whose first term is 1, and common difference 2, we may obtain a

plain, intelligible rule for solving such problems. Thus, the sum of such a series being a square number, whatever be the number of terms, when the last term is itself a square number, the sum of the whole series must be the sum of two square numbers. For example, the last of the first five terms, 1, 3, 5, 7, 9, being itself a square number, and the sum of the first four being 16, a square number, we have, for the sum of the whole five terms, $16 + 9$, two square numbers, whose sum, 25, is also a square number. Hence, $\sqrt{16}$ and $\sqrt{9}$, which are 4 and 3, are two numbers the sum of whose squares is a square number. But 4, the second root of 16, is equal to the number of terms of which 16 is the sum, or, which is the same, equal to the number of terms less 1, of the series, 1, 3, 5, 7, 9, of which $16 + 9 = 25$, is the sum. But the number of terms of any series in Arithmetical Progression being found by dividing the difference of the extremes by the common difference, and adding 1 to the quotient, it is evident that the quotient without the addition of 1, will be 1 less than the number of terms. Hence, the number of terms less 1, or in other words, the second root of the sum of the first four terms of the series 1, 3, 5, 7, 9, must be equal to $\frac{9-1}{2} = 4$.

Thus it is evident from the foregoing reasoning, that to find two numbers, the sum of whose squares shall be a square, we may take the square root of any uneven square number above 1 for one, and then diminish the square number by unity, and take half of the remainder for the other. Or, which is the same, we may take any odd number above 1 for one, and its second power, less unity, divided by 2 for the other. But it is self-evident that the less of any two numbers, and the second root of the difference of their squares, when obtained a rational number, will answer the question of finding two numbers, the sum of whose squares shall be a square. And it is also evident that the difference of the squares of any two numbers is a square, and its root a rational number, whenever their arithmetical mean, or half sum, and double their difference, are both square numbers, because the arithmetical mean, and double the difference of any two numbers, multiplied together, being the same as the product of their sum and difference, is equal to the difference of their squares, and the product of any two square numbers, is invariably a square number. For example, $10 - 8 = 2$, double of which is 4, a square number, and the arithmetical mean or half sum of 8 and 10, being 9, is a square number, and therefore $10^2 - 8^2 = 4 \times 9 = 36$, a square number also, of which the second root is equal to $\sqrt{4 \times 9} = 2 \sqrt{9} = 2 \times 3 = 6$. Hence $6^2 + 8^2 = 10^2$; that is, 6 and 8 are two numbers, the sum of whose squares is also a square. And as $9 - 1 = 8$, and $2 \sqrt{9} = 6$, it is evident that to find two such numbers, we may take any one immediately followed by a square, or, which is the same, any square number less unity, for one,

and double its second root for the other; or it will be in the same ratio to take half of any square number diminished by unity for one, and once its second root for the other, which is evidently equivalent to taking any number above 1 for one, and its square diminished by unity, and divided by 2, for the other.

(TO BE CONTINUED.)

How would the ill chosen words in our schoolboys' translation of English into Greek and Latin, sound to an old Greek or Roman? Much, we think, like the language of the religious German convert, who, desiring to show that he still felt conscious of being a *great sinner*, declared that he still considered himself a "*great rascal*;" or of the French student, who, when told to write a sentence about a grindstone, wrote:

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(Signed)

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January 5, 1849.

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(Signed)

P. CARTER.

February 24, 1849.

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October 16, 1848.

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(Signed)

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Ninth Month, 20, 1848.

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(Signed)

SAM'L FINDLEY

February 26, 1849.

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(Signed)

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February 28, 1849.

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